



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: James H Bean School

SAU: RSU 18

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2010-2011 NCLB Report Card



School: James H Bean School
SAU: RSU 18
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						65						
	2009-2010	57	55	96	84	73	73	7	76	13	4	55	0
Female	2008-2009						70						
	2009-2010	29	29	100	86	76	76	7	79	14	0		
Male	2008-2009						60						
	2009-2010	28	26	93	81	70	69	8	73	12	8		
Caucasian/White	2008-2009						66						
	2009-2010	57	55	96	84	74	74	7	76	13	4		
African American/Black	2008-2009						42						
	2009-2010	0	0				46						
Hispanic	2008-2009						51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009						66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009						64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009						53						
	2009-2010	24	23	96	70	67	62	4	65	26	4		
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						36						
	2009-2010	11	9	82		30	38						
Limited English Proficient	2008-2009						40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

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School: James H Bean School
SAU: RSU 18
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						71						
	2009-2010	43	43	100	63	65	67	12	51	28	9	43	0
Female	2008-2009						75						
	2009-2010	22	22	100	82	72	71	18	64	14	5		
Male	2008-2009						67						
	2009-2010	21	21	100	43	60	63	5	38	43	14		
Caucasian/White	2008-2009						71						
	2009-2010	42	42	100	64	65	68	12	52	26	10		
African American/Black	2008-2009						53						
	2009-2010	0	0				43						
Hispanic	2008-2009						66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009						71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009						60						
	2009-2010	1	1	100			64						
Economically Disadvantaged	2008-2009						60						
	2009-2010	12	12	100	58	60	56	0	58	42	0		
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						43						
	2009-2010	6	6	100		28	34						
Limited English Proficient	2008-2009						47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: James H Bean School
SAU: RSU 18
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						67						
	2009-2010	50	49	98	76	76	72	10	65	12	12	49	0
Female	2008-2009						70						
	2009-2010	22	22	100	73	80	78	9	64	14	14		
Male	2008-2009						64						
	2009-2010	28	27	96	78	73	67	11	67	11	11		
Caucasian/White	2008-2009						67						
	2009-2010	49	48	98	75	76	73	10	65	13	13		
African American/Black	2008-2009						46						
	2009-2010	0	0				57						
Hispanic	2008-2009						56						
	2009-2010	1	1	100			70						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	0	0				73						
American Indian or Native Alaskan	2008-2009						48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009						53						
	2009-2010	15	14	93	64	66	62	0	64	14	21		
Migrant	2008-2009						38						
	2009-2010	0	0										
Students with Disabilities	2008-2009						31						
	2009-2010	7	6	86		30	36						
Limited English Proficient	2008-2009						39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: James H Bean School
SAU: RSU 18
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						70						
	2009-2010	57	55	96	71	69	62	11	60	27	2	55	0
Female	2008-2009						68						
	2009-2010	29	29	100	69	68	61	10	59	28	3		
Male	2008-2009						71						
	2009-2010	28	26	93	73	69	63	12	62	27	0		
Caucasian/White	2008-2009						71						
	2009-2010	57	55	96	71	69	63	11	60	27	2		
African American/Black	2008-2009						45						
	2009-2010	0	0				31						
Hispanic	2008-2009						50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009						70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009						55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009						58						
	2009-2010	24	23	96	52	56	50	9	43	43	4		
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						46						
	2009-2010	11	9	82		24	33						
Limited English Proficient	2008-2009						46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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SAU: RSU 18
Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						66						
	2009-2010	43	43	100	67	63	62	19	49	19	14	43	0
Female	2008-2009						66						
	2009-2010	22	22	100	77	65	62	32	45	9	14		
Male	2008-2009						67						
	2009-2010	21	21	100	57	61	63	5	52	29	14		
Caucasian/White	2008-2009						67						
	2009-2010	42	42	100	69	63	63	19	50	17	14		
African American/Black	2008-2009						46						
	2009-2010	0	0				36						
Hispanic	2008-2009						61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009						59						
	2009-2010	1	1	100			49						
Economically Disadvantaged	2008-2009						54						
	2009-2010	12	12	100	58	60	50	8	50	25	17		
Migrant	2008-2009						50						
	2009-2010	0	0										
Students with Disabilities	2008-2009						41						
	2009-2010	6	6	100		17	36						
Limited English Proficient	2008-2009						43						
	2009-2010	0	0				38						

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Grade: 05



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Group	Mathematics Assessment Data																														
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																			
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																		
All Students	2008-2009						66																								
	2009-2010	50	49	98	78	72	64	12	65	10	12	49	0																		
Female	2008-2009						65																								
	2009-2010	22	22	100	73	69	64	9	64	9	18																				
Male	2008-2009						66																								
	2009-2010	28	27	96	81	75	64	15	67	11	7																				
Caucasian/White	2008-2009						67																								
	2009-2010	49	48	98	79	72	65	13	67	10	10																				
African American/Black	2008-2009						43																								
	2009-2010	0	0				37																								
Hispanic	2008-2009						52																								
	2009-2010	1	1	100			55																								
Asian or Pacific Islander	2008-2009						69																								
	2009-2010	0	0				67																								
American Indian or Native Alaskan	2008-2009						46																								
	2009-2010	0	0				54																								
Economically Disadvantaged	2008-2009						53																								
	2009-2010	15	14	93	50	55	51	7	43	29	21																				
Migrant	2008-2009						38																								
	2009-2010	0	0																												
Students with Disabilities	2008-2009						38																								
	2009-2010	7	6	86		27	34																								
Limited English Proficient	2008-2009						40																								
	2009-2010	0	0				38																								

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: James H Bean School
SAU: RSU 18
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100 100	99 99	74	72 74	71 69	100	100 100	99 99	73	69 69	63 61	96		95
Caucasian/White	100	100 100	99 99	74	72 74	71 69	100	100 100	99 99	73	69 69	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	100	99 99	99 99	62	65 68	60 56	100	99 99	99 99	51	59 56	50 47			
Students with Disabilities	*	99 98	97 98	41	29 33	36 28	*	99 98	97 98	26	23 30	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	11	4	11	0	0	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>